DOCUMENT RESUME

ED 373 581 FL 022 434

AUTHOR	Dolson, David P.
TITLE	Assessing Students in Bilingual Contexts: Provisional Guidelines. Prepublication Edition.
INSTITUTION	California State Dept. of Education, Sacramento. Bilingual Education Office.
PUB DATE	Jul 94
NOTE	48p.
AVAILABLE FROM	Bilingual Education Office, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Bilingual Education; Dialects; *English (Second Language); Evaluation Criteria; Evaluation Methods; Language Skills; *Language Tests; *Limited English Speaking; *Measurement Techniques; State Standards; *Student Evaluation; Testing
IDENTIFIERS	California

ABSTRACT

The guidelines for assessment of limited-English-proficient (LEP) students in California public schools are one result of a recent statewide study of instruction and services for language minority children. An introductory section offers background information. Five subsequent sections present the specific guidelines, with explanation. The guidelines address the following issues and principles: an assessment procedure for each student; annual assessments for learners of English as a Second Language; handling special cases; assessment of students in some other categories, not classified as LEP; independent and separate development in English and native languages; avoidance of translation; separately structured assessment for each language; dealing with dialects; need for student background information for assessment purposes; data management for proper analysis; clarifying the role of staff; disseminating key messages concerning assessment to students and parents; and recognizing superior performance. Appended materials include notes on construction of bilingual instruction programs, information on the California Learning Assessment System, and a sample student data collection form, with instructions. (MSE)

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ED 373 581

Prepublication Edition

Assessing Students in Bilingual Contexts:

Provisional Guidelines

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Developed by:
Bilingual Education Office
California Department of Education
Sacramento, California

July 1994

FL022434

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PUBLICATION INFORMATION

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FORWARD

In the Fall of 1992, the then Deputy Superintendent of the Curriculum and Instructional Leadership Branch of the California Department of Education (CDE), Sally Mentor, convened a symposium of the directors of the various divisions found within her branch. The purpose of the symposium was to review the results of a recent statewide evaluation of instructional programs and services for language minority students. She asked her staff to analyze the findings of the study and based on any shortfalls or deficiencies identified, suggest appropriate solution procedures.

As a re t of that symposium, four priority areas were identified:

1. Appropriate assessment instruments and procedures;
2. Core curricular materials in languages other than English;
3. Staff development for CDE personnel and;
4. The need to increase the supply of qualified bilingual teachers.

The Deputy Superintendent asked staff in the Bilingual Education Office to prepare a proposal for an initiative which would address all four areas. The development of these guidelines dealing with the assessment of students in bilingual contexts is just one project among many which collectively represent a comprehensive CDE initiative to improve educational opportunities for language minority children and youth.

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ACKNOWLEDGEMENTS

A great many individuals were involved in discussions which lead to the development of these guidelines. Most important were the regular members of the Language Minority Assessment Advisory Panel convened by the Bilingual Education Office. They collectively developed items and reviewed drafts of this document.

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A final draft of this document was sent to the members of the Advisory Committee of the California Learning Assessment System Examination (Spanish Version) for review. Comments from the following members were especially helpful:

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These guidelines could not have been developed without the insightful contributions of all of these individuals and many others, too numerous to name here. We are indebted and grateful for their support.

INTRODUCTION

Contemporary efforts of public schools to provide equal educational opportunities to language minority students stem mainly from the Elementary and Secondary Education Act of 1967 and the Lau v. Nichols Supreme Court decision of 1974. In California, these federal provisions have been reinforced by several state laws. Bilingual education and other language assistance programs, mostly compensatory in nature, have been implemented on a wide scale in the hopes of improving the scholastic performance of students who come from homes where a language other than English is spoken. In 1994, more than one million children enrolled in California's schools have been identified as limited English proficient (LEP).

Concurrent to the development of programs for language minority students, a much more modest attempt has been made to promote bilingualism among English-speaking students. A relatively small number of schools have launched immersion, two-way bilingual, or core foreign language programs aimed at developing functional proficiency in a language other than English.

A major pillar of the school reform movement has been efforts toward determining school effectiveness based on accountability measures. In the case of bilingual instructional programs, typical measures address progress in the academic subjects (language arts, mathematics, social science, and science) as well as development of second language proficiency. The emphasis is on assessment results for groups of students as well as individual pupils. The underlying premise of accountability is access to a challenging core curriculum and high levels of achievement for all students.

Ironically, former practices which denied equal educational opportunities to language minority students are linked closely to current efforts to hold school districts accountable for the achievement of these students. A recent comprehensive evaluation study (BW & Associates, 1992) found that, as a group, language minority students are largely excluded from the accountability system. The majority of such students are not assessed at all. Those who are assessed, are invariably administered examinations originally designed for European-American, native English-speaking students but inappropriately used with students from other ethnolinguistic backgrounds. Even when more appropriate measures are used, outcomes are generally uninterpretable since schools often fail to collect the critical student and programmatic background variables necessary for the proper analyses of the results.

Consequently, the CDE has undertaken a long-term initiative to assure that all language minority students (and those English-speaking students enrolled in bilingual instructional programs) are included in the local, state, and national accountability systems and that assessment instruments and procedures are aligned to the language, academic, and cultural backgrounds of the students. Elements of this initiative include the development and field testing of examinations of the California Learning Assessment System (CLAS)[1] in Spanish and perhaps, over time, in other major languages. Also, the Bilingual Education Office has commissioned the development of a handbook on language minority assessment. That handbook will contain recommendations concerning the appropriate assessment of individual students from non-English language backgrounds at the classroom, school, and school district levels. Suggestions will address traditional as well as innovative approaches to assessment. The handbook also contains information on the assessment of language minority students for the purposes of identification for Special Education and Gifted and Talented Education (GATE) programs, issues not addressed directly in these guidelines.

As a first and overarching step, this document contains several provisional guidelines addressing selected issues associated with assessment in bilingual contexts. We consider the guidelines to be "provisional" in nature since we are sure that revisions will be warranted once educational agencies at every level in California gain more experience in designing, administering, and analyzing assessments used with bilingual populations. Every effort has been made to assure that these guidelines are consistent with the policy framework for CLAS. In addition, the CDE recommends that these guidelines be used by school districts and other educational agencies involved in the assessment of language minority students and/or English speaking students enrolled in bilingual instruction programs.

The relationship between linguistic, cognitive, and social development is complex. In bilingual contexts, assessment in two languages provides a much clearer understanding of educational achievement than in just one language, which by definition, is only one means of communication available to bilingual students. Proficiency in two languages is an important personal, social, educational, and vocational resource. We encourage schools to promote high levels of development in two languages. Students who attain proficient levels of bilingualism are more likely to experience grade level or even superior scholastic performance.

> *... the native language skills of ... children constitute a potential resource to the nation; such children will more*

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[1] Additional information regarding CLAS and instructions for determining language of assessment are contained in Appendix A.

easily than others be able to meet the objective of showing competence in two languages. There is evidence that unless schools show overt evidence of valuing native languages, many children will refuse to continue using them. We therefore recommend that children's communication competencies be assessed in two languages, beginning in elementary school. We expect that this practice will result in earlier and more intensive ... language instruction for native English speakers and will preserve native language capacity among immigrant children. (National Educational Goals Panel, 1991).

1. An Assessment Procedure for Every Student.

Every English learner should be assessed in the language other than English and in English (1) when they enroll in school for the first time, (2) annually as they progress through the core curriculum, and (3) at the time they are redesignated from Limited to Fluent English Proficient status[2].

According to state and federal laws and current research findings (See Appendix A, **Building Bilingual Instruction: Putting the Pieces Together**), schools are required to assess the language and academic strengths and weaknesses of English learners in both the primary and English languages at the time a student with a home language other than English enrolls in school. Based on this and other information collected on individual students, schools are to design and provide instructional programs that provide (1) English language development, (2) access to the core curriculum through primary language, specially designed academic instruction in English, and/or mainstream English instruction according to the specific needs of particular pupils, and (3) crosscultural and self-concept development. As the English language proficiency of a student develops, the quantity and level of difficulty of English medium instruction are to increase proportionately. The visual representation of this instructional delivery approach is displayed in Figures 1 and 2 in Appendix A.

Initial, interim and redesignation assessment procedures for English learners should, at a minimum, be aligned as much as possible to the instructional framework explained and described in Appendix A. This means that students should be assessed initially in both languages to determine baseline capabilities in first and second language arts and content areas such as math, science, and social science. As a result of these assessments and other information collected from the family and classroom teachers, the student should receive appropriate instructional services. The school should conduct at least annual assessments in both languages as long as the student is enrolled in the program. As part of the redesignation process, students should be assessed in language arts (including reading and writing in grades 3-12), and mathematics. Assessment in science and social science is also strongly

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[2] According to various state and federal laws, students from non-English backgrounds are to be identified as "Limited English Proficient (LEP)" and "Fluent English Proficient (FEP)". In this document, the term "English Learners" is sometimes used to refer to LEP students.

recommended.

As schools take steps to include all English learners in the assessment process, it becomes even more important to collect background data on every pupil. Without such information, proper analyses and interpretation of assessment data will be impossible. For example, aggregation of subgroup data comparing the performance of students according to the number of years the students have been enrolled in the program is important information to consider not only to determine the academic standing of different groups of pupils but also in evaluating the overall effectiveness of the instructional program. Please refer to Guidelines No. 9 and 10 for additional information on data collection and analysis.

2. Annual Assessments for English Learners

Second language learners should be assessed annually in English and the language other than English using assessment instruments appropriate for the measurement of language development and subject matter knowledge in bilingual contexts.

Ongoing assessment in both English and the language other than English will give schools a clearer picture of the language and academic development of the language minority student population. The type of assessment instrument used for a particular assessment should be matched carefully to the first and second language proficiencies of the students and the purposes of the assessment.

During the beginning, intermediate, and advanced phases of development in a second language, student progress in that language should be assessed with instruments and procedures specifically designed for second language learners. Only after students have reached advanced or fluent levels in the second language should assessment with instruments designed for native speakers be attempted. Concurrently, second language learners should be assessed in language arts in their primary language.

In most, but not all cases, the language used for assessment of subject matter knowledge (e.g.: mathematics, science, and social science) will coincide with the language used as the medium of instruction for a particular subject area. Whenever large-scale norm-referenced tests are available in the native language of students, these examinations can be used as one source of information on individual students. Such assessments are also useful to determine the overall effectiveness of the instructional program. Otherwise, assessment of subject matter knowledge should be accomplished through the use of Standardized Alternative Assessment Procedures (SAAPs). Additional information on the development and use of SAAPs can be found in the **Handbook on Language Minority Student Assessment** (Work in progress by CDE).

3. Handling Special Cases

Schools should take appropriate steps to reduce the number of English learners who are exempted from assessment.

In the past, many English learners were excluded from assessment based on the notion that nothing could be learned by administering assessments designed for native speakers of English to recently arrived students from non-English language backgrounds. Educators rightly pointed out that the results from such examinations were not necessarily valid. For example, a low score on a science test could signify lack of knowledge of the material or insufficient proficiency to express science knowledge in English. If however, students are assessed separately in English and their primary language, a more accurate picture of their science and language abilities emerges. Moreover, by assessing students in two languages, teachers will be able to chart language and academic growth of individual students over time. This information can be used to plan individual and group instruction in ways which can better meet the scholastic needs of second language learners.

Teachers and other school staff members are often concerned about the "traumatizing" effects of having second language learners take tests in their weaker language. With adequate training, teachers should be able to allay the fears of students through proper orientation to the assessment process. First, students should be made aware of the fact that examinations often contain a "breakaway" feature. If a student is unable to complete the preliminary sections, they will not be required to attempt the more advanced sections of the test. Also, when students are told that although they will be assessed separately in both languages, they will be given credit for their strongest performance regardless of the language in which the performance was demonstrated, they will be more willing to participate fully in the assessment process. Motivation can be bolstered further by informing students that the school not only sanctions full academic development in two languages but also that such an accomplishment will be recognized and awarded. In this way, students will be encouraged to see both languages as resources and not obstacles in their education.

There are some upper grade students who have had no previous schooling in their home countries or who, although they have been enrolled in a school in the U.S., have not received an appropriate instructional program. A small number of other English learners may have communicative or other learning disabilities. Assessment decisions regarding these students require a case-by-case analysis. Often the best source of information on such students comes from careful observation (use of checklists or other observation protocols) of classroom behavior by the teacher or other educational specialists such as bilingual and special education resource teachers.

4. Assessment of Other Categories of Students

Schools should consider dual language assessment of certain students who are not classified as limited-English proficient (LEP). Assessment in English and the language other than English is appropriate for many students originally classified as fluent-English proficient (FEP) and former LEP students. Assessment in the language other than English is also recommended for some English language background students enrolled in programs aimed at developing second language proficiency.

Even though some students who were originally classified as FEP and former LEP students have substantially advanced levels of proficiency in English, it is not unusual for some of these students to be able to demonstrate academic knowledge better through their primary language than through English. Furthermore, in some cases, these students may be enrolled in school or community programs that continue to develop primary language skills. In other instances native language proficiency is often supported in the home, in the church, by other family members, or through visits to the homeland. Proper assessment can document the students' progress in developing higher levels of proficiency in the primary language.

Recently, a greater number of students who have English as the home language (or who although they may have a language other than English at home, are considered to be fluent in English), are enrolling in second language programs such as two-way bilingual and immersion education where the intent of the program is to develop linguistic, crosscultural, and academic abilities in and through a language other than English. Dual language assessment can be used by these programs to measure individual and group performance in both languages of concern and in the academic content areas.

5. Independent and Separate Development in Each Language.

When assessment instruments are developed in more than one language to measure knowledge of the same or equivalent subject matter, independent and separate versions of the assessments should be developed in each language.

To assure comparability across languages, different language versions of assessments should be constructed from a common body of specifications which themselves were developed by educators representative of the monolingual, bilingual, and cultural groups to be assessed. Otherwise, subtle monolingual and mainstream cultural biases will probably influence the test specifications, making them inappropriate to use in the development of comparable forms of the assessment. This means that each language version of an examination should be authentically and independently developed by and for native speakers, guided by a common set of universally-appropriate test specifications. Once developed, bilingual and multilingual specialists should review the different language versions of the examinations to verify alignment.

6. Avoidance of Translation.

Whenever possible, translation from one language to another should be avoided in test development and administration. The use of translation increases significantly the possibilities of linguistic, social, and cultural interferences.

Original development of test items by native speakers working from a common set of assessment specifications is more likely to lead to high quality and equitable examinations. When translation approaches are used, the translations should be of excellent quality, taking into full consideration the target audience. Often, a bilingual team consisting of at least a trained translator, resource teacher, and assessment specialist, should be convened to develop the translation collaboratively. In addition, the translation should be reviewed by educational specialists who collectively represent native speakers of both the languages in question.

Sometimes translations already exist and are available for use in assessments. Long-standing translations of literature are often of such high quality that readers are unaware that the original works were written in another language. For instance, the traditional

use of the English version of children's stories such as **Snow White and the Seven Dwarfs, The Ugly Duckling, The Little Prince, and Pinocchio** in the United States often obscures the fact that these works were originally written in German, Danish, French, and Italian respectively. Test developers are encouraged to draw upon works originally written in the heritage language as well as acceptable translations of world literature.

7. Bilingually Structured Assessments.

Assessment instruments and procedures should be developed separately in each language without mixing two languages within the same assessment instrument or during the same assessment period.

Bilingually structured assessments, defined here to mean a single assessment instrument or procedure administered during a single time period in two languages, are extremely difficult to design and almost impossible to evaluate in any meaningful way. In most cases, such assessments are unlikely to reveal anything more informative than would be obtained from separately administered tests in two languages. Because of the problems associated with developing, administering, scoring, and interpreting results as well as financial constraints associated with mixed language assessments, their use is not recommended as a general practice for large scale assessments of language or academic matter.

There is some emerging research on the simultaneous development of bilingualism (as opposed to the more commonly studied sequential experience of learning two languages) which indicates that mixed language responses in assessments should not be discouraged. While schools may be well advised to develop separate language examinations, even those utilizing standardized alternative assessment procedures, there are a number of instances where staff should accept and evaluate mixed language responses.

None of the previous recommendations should be construed as attempts to discourage the use of mixed language assessments associated with course work involving the literature of bilingual communities. There is a rich tradition of language mixing found in almost all bilingual settings. Assessments which reflect these written and oral traditions are appropriate for these specific instructional contexts.

8. Dealing with Dialects.

<u>When developing a specific language version of an assessment, care should be taken to use the internationally accepted standard form of the language. Proper steps should be taken to reduce confusion and misunderstandings that might occur among speakers of regional dialects of a language.</u>

Linguists generally define a dialect as a mutually intelligible variety of the same language. In California, approximately 70 percent of all Spanish-speaking students are of Mexican or Mexican-American origin. Yet, there are significant numbers of Spanish-speakers from Central and South America, the Caribbean, and Spain. Given this demographic reality, assessment instruments and communications should rely heavily on the internationally-acceptable standard forms of Spanish.

From a psychosocial perspective, the issues of dialect (regional and social class) are extremely complex and sensitive. Although we recommend that the "internationally-accepted" form of a language be used for most assessments, especially assessments which will be used with large numbers of students representing various backgrounds, we also recognize that certain varieties or dialects of some languages have been unfairly and inaccurately categorized as substandard. From a linguistic point of view, all dialects have equal worth. All are logical, cognitively complex and capable of the full range of communicative functions.

Schools can address this issue by incorporating the various varieties of a language into curriculum and instruction and not penalizing students for using their particular dialect (perhaps the only variety currently available to a student) in any school activity, including assessments. In addition, students can be taught that all dialects of a language should be accepted and respected. From this perspective, students are more likely to realize that the "internationally-accepted" form of a language is simply a useful means for speakers of different varieties of a language to communicate with each other.

Most confusion among speakers of different varieties of a language can be eliminated or greatly reduced by proper attention during the development of test items. First the material should be reviewed for possible misunderstandings. This might be accomplished by staff members who are very knowledgeable of language varieties and the specific group of students to be assessed. An even more accurate method is to field test the assessment with students representing the broad group of those who will be assessed. The students should be asked to circle any vocabulary items which they have difficulty understanding. Items circled frequently should be noted. Once the items are identified, several remedies are available. For example, a glossary can be created to clarify specific terms. In this way, test items can be used in their

original form. This is especially desirable when passages of children's literature are used in assessments. For example, a short story written by a Mexican or Chicano author might contain words originating from Nahuatl, the heritage language of the Aztec people, or from English, the second language of contact. Since these terms might not be readily understood by many Spanish-speaking children from South America or Spain, a glossary might precede the reading passage as exemplified below:

GLOSARIO

Aguacate: Palta, Avocado
Camión: Autobus, Omnibus, Guagua, Colectivo
Tecolote: Lechuza, Buho
Marketa: Mercado, Tienda
Zacate: Cesped, Prado, Pasto

Mini-glossaries can be provided for specific test items or a general glossary can be developed for the entire assessment. The same procedure can be used to deal with idioms and other peculiarities associated with the various registers and dialects of a language.

9. Need for Background Information.

In order to analyze assessment data adequately, essential information on important student background and program variables should be collected.

There are several data elements which are critical for the proper analysis and interpretation of assessment results in bilingual schooling contexts. Some of these background factors also assist in decision-making regarding the appropriate language(s) to be used for assessments. Examples of some of these elements are provided below. A sample of an individual bilingual student data collection form is located in Appendix C.

a. Full Name of Student. Given the possibility of confusion across language and cultural groups, care should be taken to obtain the surname (family name) and given names of each student.

Example:	Surname,	First Given Name,	Second Name
	Park,	Jae	Hyun
	Cabral,	María	de Jesús
	Sánchez,	Marco	António
	Hap,	Le	Huy
	Uchida,	Yoshiko	N/A

b. Student Identification Number. The use of such numbers reduces chances of error (misspellings for example) and provides a greater degree of confidentiality.

c. Date of Birth. The most accurate way to determine the current age of a student.

d. Current Grade Level. Provides information on the current standing of the student and an indication whether or not the student is placed at grade level for her/his age.

e. Home Language. Collected from the Home Language Survey and is easily recorded by using one of the language codes from the R-30LC Language Census Form[3].

f. Previous and Present Schooling. Staff should determine the number of years the student has been enrolled in schools in the U.S.A. and the type of program of instruction in which the student is currently enrolled. If the student was enrolled in school in another country, note the highest grade level attained.

g. Medium of Instruction. Staff should indicate the approximate cumulative years of instruction the student has received in the U.S.A. and in the country of origin through the medium of English and/or the native language in each of the subject areas of the core curriculum.

The count should include all primary language courses taken in the country of origin and those taken in the U.S.A. whenever instruction was provided by a qualified bilingual teacher or foreign language instructor.

A subject at the same grade level may be listed under both English and the primary language if the course was taught bilingually using both languages for approximately equal amounts of time. If however, the course was taught primarily in one language or another, only one language should be indicated.

h. Current Language Proficiency Classification. By law, students must be classified as limited English proficient (LEP), FEP (either former LEP or originally fluent English proficient) or English only (EO) students who have English as the home language. While such classifications may have limited diagnostic value, they do provide information on which language minority students are required by law to receive special instructional services based on their past or present level of English language proficiency.

Example:
(1) Limited English Proficient (LEP)
(2) Former LEP
(3) Originally Classified Fluent English Proficient (FEP)
(4) English Only (EO)

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[3] There are some students who have more than one home language. For example, a family from Taiwan might speak Mandarin and Taiwanese, a family from Vietnam, Cantonese and Vietnamese or a family from Mexico, Mixteco and Spanish. In these cases, it is important to meet with the family to determine the child's language use and preference for instruction/assessment in one or more of the home languages.

10. Data Management For Proper Analyses.

When parallel examinations are administered in English and a language other than English, reports on examination results should first be reported for the entire population taking the test (e.g.: everyone participating in the fourth grade mathematics exam) regardless of the language used in administration. Other reports should then break out data by subgroups of students (e.g.: students taking the test in Vietnamese and those taking the test in English).

The purpose of parallel assessments in more than one language is to determine the current level of ability of individual students and groups of students in the core curriculum. The first level of reporting then is to show how students are doing in a particular subject area without regard to the language(s) in which the students demonstrate their knowledge. In the example given above, a school district would report the average (mean) score for all fourth graders taking the mathematics battery. This is the best indicator of how students at that grade level, as a group, are doing in math. In other reports, the district should proceed to report on the performance of various subgroups, such as the students who took the test in Vietnamese and those who took the test in English. In fact, for the most thorough understanding of how students are doing, examination results should be sub-aggregated according to many of the variables listed in item No. 9. Reports can be developed for each individual variable as well as various combinations of variables of interest. Examples of ways in which assessment results can be broken out and reported include:

* all students, 4th grade mathematics battery
* all students, English version
* all students, Vietnamese version
* Vietnamese-speaking students on English version
* Vietnamese-speaking students on Vietnamese version
* Vietnamese-speaking by year in program (Vietnamese medium)
* Vietnamese-speaking by year in program (English medium)
* English-speaking by year in program (Vietnamese medium)
* English-speaking by year in program (English medium)

Developing specialized sub-aggregated reports on individual and groups of students will provide staff, parents, and community with the type of information necessary to analyze the progress of students and the effectiveness of the educational program.

11. Clarifying the Role of Staff.

Teachers and other staff should be adequately trained to perform any assessment tasks for which they are responsible including test development, administration, scoring, interpretation and analyses, and orientation of participating students.

Staff must understand the relationship between assessment and instruction. They must appreciate that both elements are inextricably intertwined and that proper assessment not only supports but often becomes part of the teaching/learning process. Furthermore, staff should be knowledgeable of the link between the degree of fidelity to test administration protocols and the reliability and validity of assessment outcomes. The involvement of teachers in the development and implementation of assessment procedures is an excellent form of staff development. It helps teachers to become more deeply acquainted with the curriculum, materials, instruction, and the performance of their students, Teachers will be better prepared to carry out their various instructional and supportive roles. Furthermore, teachers and other staff members must be able to provide orientation and instructions to students in a consistent and careful manner. Finally, staff must be skilled at explaining assessment procedures and results to students, parents, and community.

12. Sending Key Messages to Students and Parents.

To encourage full participation in bilingual assessments, students and their parents must be provided with complete information regarding the purposes of the exams, the administration procedures, and the value of demonstrating knowledge in the home language, English or in both languages.

Initially some language minority students may be reluctant to participate in bilingual assessments or others may not attempt to perform to their best ability unless they have a clear understanding that such assessments are not only sanctioned, but also valued by the school. Some of the important messages that should be communicated to students and parents include:

- The purpose of bilingual assessments is to allow students the opportunity to take exams in the language(s) in which they can best demonstrate their knowledge of a particular subject (e.g., math, science, social studies).

- The results from parallel exams in different languages will be valued equally. That is, a score at level 6 on a 4th grade math exam in Spanish is equal to a score of level 6 on the 4th grade math exam in English.

- When students take parallel exams in two languages, they will be given credit in the subject according to the higher score achieved. For example, if a student takes parallel social science tests in English (score at level 3) and Spanish (score at level 4), the higher score will be recorded to represent the student's social science achievement, regardless of the language in which the knowledge was demonstrated.

- Persons administering and scoring examinations will always be fluent speakers of the language(s) in question. Students should be made aware that although their teacher may not speak their home language, a person fluent in that language will be responsible for scoring and evaluating their performance.

- Students who have a language other than English as their home language are eventually expected to participate in academic assessments administered in English; however, high levels of academic performance in the language other than English is highly valued also.

13. Recognizing Superior Performance.

Recognition programs should be established at the classroom, program, school, district, and state levels to recognize superior academic and linguistic performance. Not only should students be honored for outstanding academic achievement regardless of the language in which the achievement is demonstrated, but special recognition should be given whenever students attain high levels of performance in two or more languages.

When recognition based on the results of assessments is given for superior academic achievement in areas such as mathematics, science, or social science, students should be considered on the basis of the highest levels attained regardless of the language in which the assessment was administered. For example, if parallel exams are given in science in Spanish, Vietnamese, and English, awards should be given to the top science scholars without regard to language. In terms of language arts, awards should be given to the superior achievers in each particular language. Prestigious awards should be reserved for high performing students who reach a specified advanced criterion of achievement on the language arts tests in two or more languages. For example, bilingual scholar awards could be given to all students who achieve at level 5 or higher in both English and Spanish. Of course, students who achieve mastery levels in three or more languages would receive an even higher level of recognition.

SUMMARY

More often than not, languages other than English, when spoken by minority students, have been viewed as obstacles rather than as resources in education. These guidelines are written from the perspective that the home languages of students are important personal, educational, and social resources which can assist students to progress academically in school and become fluent in English. The school can take advantage of these resources by aligning instructional, assessment and accountability practices with the cultural and linguistic realities of the local community. These guidelines are a beginning, and hopefully helpful, step in that direction.

APPENDICES

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APPENDIX A

BUILDING BILINGUAL INSTRUCTION: PUTTING THE PIECES TOGETHER

The State Program for Students of Limited-English Proficiency (LEP) has three principal aims. The first is to assist LEP students to become proficient in English. The second is to provide the students with meaningful access to the same core curriculum which is provided to all other students in kindergarten through grade 12. The third objective is to provide instruction and experiences which promote the development of a positive self-image and crosscultural skills and understanding. During the time the students are identified as LEP, the school is required to provide an expanded and distinctive instructional program based on the specific linguistic, academic, and psychosocial needs of individual students.

The Five Pieces of the Program

The distinctive instructional program for LEP students is officially referred to as the *State Program for Students of Limited-English Proficiency* even though school districts often use other labels for their programs such as bilingual education, sheltered instruction, or English as a second language (ESL). Regardless of the name selected, a program must, at a minimum, contain all of the required elements described in the **Coordinated Compliance Review Manual** (CCR Manual, LEP Items 1-12). There are four specific instructional requirements:

- *LEP Item 2. Each LEP student receives a program of instruction in English language development in order to develop proficiency in English as effectively and efficiently as possible.*

- *LEP Item 3. In order to provide equal opportunity for academic achievement and to prevent any substantive academic deficits, each LEP student whose diagnosis makes academic instruction through the primary language necessary receives such instruction.*

- *LEP Item 4. In order to provide equal opportunity for academic achievement and to prevent any substantive academic deficits, each LEP student whose diagnosis makes it necessary receives specially designed academic instruction in English.*

- *LEP Item 5. Each LEP student receives, as part of the district's program, instruction that reinforces a positive self-image and promotes crosscultural understanding.*

Those programs characterized as bilingual education should consist of a dynamic continuum of instruction made up of the four customized components plus mainstream English medium instruction that may vary in emphasis, time, or intensity according to the diagnosed needs of particular students. When correctly arranged, these five components fit together like the pieces of a puzzle, ensuring that LEP students have full access to the district core curriculum and also receive English language as well as self-image, and crosscultural development.

Any comprehensive and well-coordinated program is a challenge to design and deliver. To provide adequate instruction to LEP students requires a clear multi-year instructional and staffing plan, language use policies, and student data collected as part of ongoing assessments.

Both standardized and alternative assessments of primary and English language proficiencies and academic background should be used to determine a correct mix of the following types of instruction: (1) English language development, (2) access to the core curriculum through the primary language and/or specially designed academic instruction in English, and (3) mainstream English medium instruction. These components are enhanced by integrating self-image and crosscultural development throughout the core and supplementary curriculum.

Figure 1 illustrates a program design that can meet the developmental needs of LEP students. It depicts how state and federal legal requirements dealing with instruction can be organized into a comprehensive instructional delivery system. The program is favorably aligned with the key findings contained in research and evaluation studies on educational programs for language minority students (See selected references).

Listed in the first column on the left hand side of Figure 1 are the four row headings of "beginning", "intermediate", "advanced", and "fluent" which are the approximate representations of the developmental levels experienced by second language learners as they acquire English. Upon initial enrollment in a school, staff members are required to assess the listening, speaking, and in grades 3-12, the reading and writing skills of all LEP students in their primary language and English. Results of these assessments are to be used to determine the placement levels of students in English and primary language development as well as the ways English and the primary language will be used to deliver the core curriculum.

The other three columns in the figure represent how the core curriculum for all students can be delivered according to the five instructional components of the *State Program for LEP Students*. Shading is used to identify the type and amount of three different means of instruction: (1) primary language medium, (2) specially designed academic instruction in English, and (3) mainstream English medium instruction. By combining these three approaches over a multi-year period, students with varying levels of English and primary language proficiency should be able to receive full access to the core curriculum.

Explanation of the Pieces of the Puzzle

Each LEP student receives English language development (ELD) instruction (CCR Manual, LEP Item 2) that is age- and grade-level appropriate and tailored to the student's English language proficiency level. Instruction should be supported by a sufficient number of appropriate materials designed to facilitate the acquisition of English. Although ELD instruction can differ in time, intensity, and level of difficulty according to the diagnosed needs of individual pupils, it should be linked to the core curriculum by means of relevant topics and concepts. Schools are encouraged to incorporate into the ELD component lessons that draw content from other subjects in the core curriculum.

ELD instruction is to be provided by qualified teachers who hold any authorization issued by the Commission for Teacher Credentialing (CTC) for this purpose.[4] Examples of such authorizations include, Language Development Specialist (LDS), Supplementary English as a Second Language, and Crosscultural Language and Academic Development (CLAD) Credential. In addition, any teacher with any bilingual teaching authorization is qualified to provide ELD instruction.

Each LEP student receives instruction in the district's core curriculum (CCR Manual, LEP Items 3 and 4). Such instruction is to be provided in and through the primary language, specially designed academic English, or mainstream English depending on individual student diagnosis. Initially most of the core curriculum is to be delivered through the primary language. As students progress in English proficiency the amount and level of difficulty of English instruction should increase proportionately. As indicated in

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[4] CTC authorizations are one way for school districts to demonstrate that teachers assigned to required instruction for LEP students are qualified. Districts may also locally designate qualified teachers (Option 3) if the process for determining qualifications has been approved by the Department. For more information on the local designation process, call the Complaints Management and Bilingual Compliance Unit at (916) 657-4674.

Figure 1, students at intermediate and advanced levels of proficiency in English might receive significant amounts of the core curriculum through specially designed academic instruction in English. For advanced students, some of the core can be delivered in mainstream English medium classes.[5]

When instruction is provided in and through the primary language (CCR Manual, LEP Item 3), the instruction should be supported by adequate materials in the primary language and provided by a qualified teacher who holds an appropriate credential or certificate from CTC. In cases of a documented shortage of bilingual teachers, a district may form teacher/bilingual assistant teams; however, in these cases, the district must develop and submit to the Department a Staffing Plan to Remedy the Shortage of Qualified Teachers. When faced with hardship conditions, districts are eligible to apply for a waiver of primary language instruction (LEP Item 3, CCR Manual) as long as adequate alternative approaches are employed to provide LEP students with the best possible access to the core curriculum.

Generally, primary language instruction should not be attempted with concurrent delivery (or translation) in English of the same material during the same instructional period. This approach tends to dilute the core curriculum, limits the amount of material that can be covered, and contributes very little to additional language development. Separate instructional periods in and through the primary language and English are preferable in most cases. At a minimum, core curricular lessons delivered through the primary language should guarantee that LEP students have equal access to the same challenging, meaning-centered, high-level thinking curriculum that is offered to students who are native speakers of English.

Some LEP students, especially those with intermediate and advanced academic skills and levels of English language proficiency may be able to benefit from specially designed academic instruction in English. Primary language instruction may no longer be required for such students if the students are able to progress at grade level in the core curriculum through specially designed academic and/or mainstream English medium instruction. Nevertheless, continued use of and instruction in the primary language for academic purposes contributes to heightened language, cognitive, self-image, and crosscultural skills allowing such students to reap

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[5] When LEP students at advanced or intermediate levels are placed in mainstream English classes, schools are required to continue to provide instructional support services related to their limited-English proficiency status. For example, bilingual dictionaries or other supplemental instructional materials could be made available in the students' native language. Instruction might be intensified by the use of tutors, additional instructional sessions (early-late classes), or other approaches which address the individual needs of LEP students.

the personal, academic, social, and vocational benefits of additive bilingualism.

Specially designed academic instruction in English[6] (CCR Manual, LEP Item 4) is considered a means of providing access to the core curriculum through English to intermediate and advanced LEP students. Specially designed academic instruction in English is distinguished from ELD instruction by its intended outcome--achievement in the core subjects such as mathematics, science, or history-social science. The primary goal of ELD instruction is the attainment of full, native-like proficiency in English.

Teachers and other educators should be aware that although the central purpose of primary language and specially designed academic instruction in English is to promote achievement in the core curriculum (defined here to mean all subjects required for grade level promotion and graduation), use of these instructional approaches also bolsters language development in both languages. The more that the students' primary language is developed, the better able students are to use that language as an educational resource and the more background knowledge and abilities the students will have to apply to the learning of English. Instruction in English through classes using specially designed academic instruction is the type of exposure to English which often results in enhanced learning of both the subject matter (e.g., science) and English.

Figure 2 displays examples of how subject matter classes in the core curriculum might be organized based on the students' levels of English language proficiency, primary language proficiency, and academic standing. Note that in all cases, the complete core curriculum is covered by using one, two, or a combination of all three instructional delivery approaches.

In addition to ELD and the core curriculum, all LEP students must receive instruction which promotes a positive self-image and crosscultural understanding (CCR Manual, LEP Item 5). Although it is permissible for schools to handle these instructional requirements through separately developed courses, it is highly recommended that self-image and crosscultural development instruction be integrated into all or most of the other subjects in the core and supplementary curriculum. This instruction should enhance the students' appreciation for their own culture and the cultures of others. Explicit instruction should be included that enables students to acquire skills for living and working in a

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[6] For a more complete description of specially designed academic instruction in English, please refer to the forthcoming publication on this topic entitled "Recommendations on Specially Designed Academic Instruction in English (SDAIE)" being developed jointly by the California Department of Education and the Commission on Teacher Credentialing.

diverse society. Most obvious are activities which may be incorporated in language arts, history-social science, art, and music. In addition, creative ways can be found to weave such activities into science, health, physical education, and mathematics.

Regardless of the approach used to address self-image and crosscultural development, emphasis should be placed on improving all students' understanding of the cultures and languages represented by the students enrolled in the school. Two related activities that are useful in this regard, which also address other legal requirements not discussed in this document, are home/school collaboration and parent education.

Summary of Requirements

The requirements and recommendations found in this document apply directly to schools which enroll significant numbers of LEP students. Schools and districts with small and scattered enrollments of LEP students may also find the recommendations useful but are not necessarily obligated to implement the staffing and instructional requirements in the same way or to the same degree. School districts with at least 50 LEP students of the same language group or which contain at least one school which enrolls 20 LEP students of the same language group must comply fully with all twelve of the requirements found in the LEP section of the CCR Manual.

The descriptions of and the recommendations for program development and implementation contained in this document are based primarily on state and federal legal requirements. A corresponding set of quality indicators can be found in *Research Applications for Bilingual Education: Designing and Monitoring Program Delivery* in the forthcoming publication entitled **Schooling and Language Minority Students: A Theoretical Framework II** (in press).

Further Information

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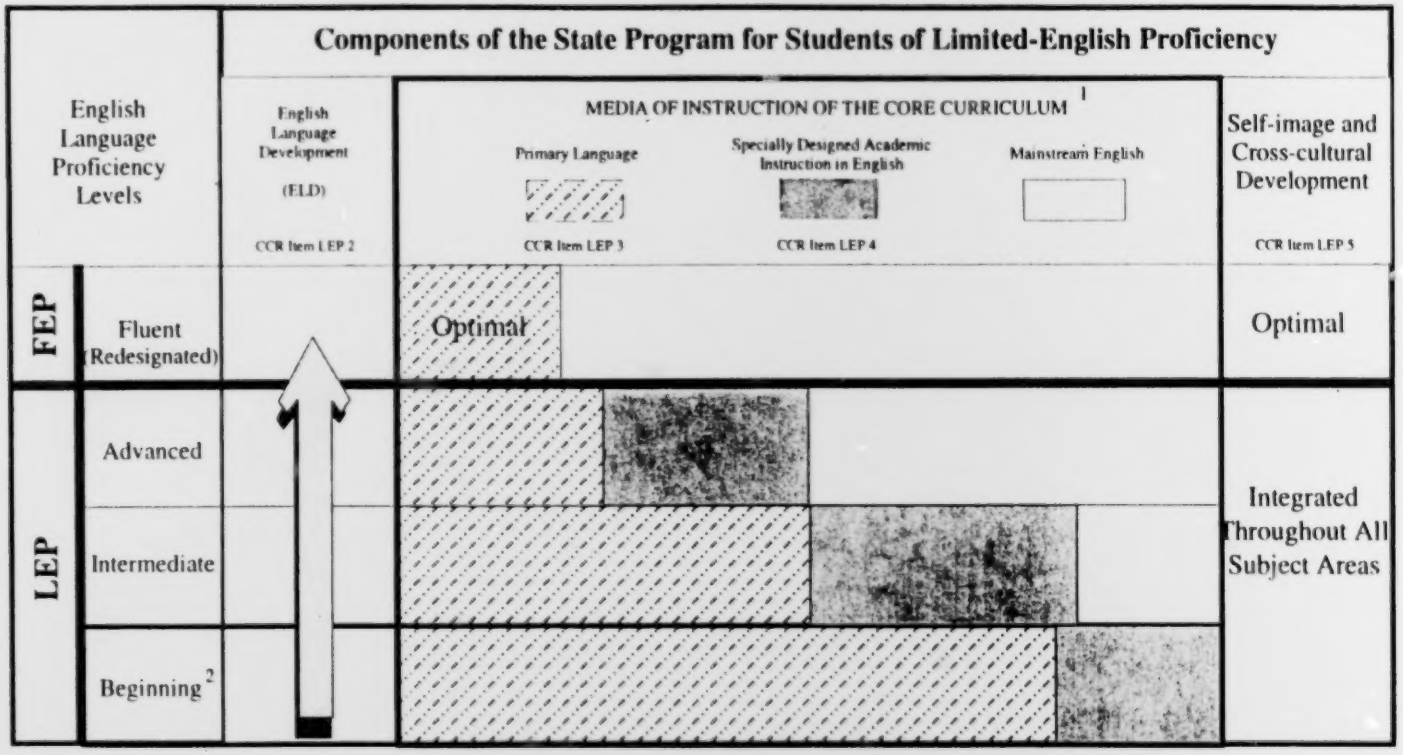
ACKNOWLEDGEMENTS

The first edition of this document was developed in 1992 by Norman C. Gold of the Complaints Management and Bilingual Compliance Unit. In 1994 the document was revised by David P. Dolson, Consultant in the Bilingual Education Office. Jim Greco, Consultant in the Bilingual Education Office assisted with the display of figures 1 and 2.

Special recognition is extended to Steve Krashen for the original concepts associated with the curriculum design which was developed as part of the Case Studies Project at Eastman Avenue School in Los Angeles in the 1980s. Additional assistance and input was received from a variety of colleagues at the California Department of Education including: Lynn Baugher, Leroy Hamm, Karl Scheff, Alice Addison, Terry Delgado, Dan Holt, Dorothy Mártinez-K, Jan Mayer, Dennis Parker, Arturo Vasquez, and Rose Patrón. Gratitude is also expressed for assistance from Laurie Burnham, Jean Gold, and María Quezada. Elena Vásquez and Suanna Gilman-Ponce also provided valuable insights into the revision of this document.

(First Edition 1992, Revised Edition 1994)

Figure 1. Multi-year Program Design for LEP Students
General Overview



This is a pictorial representation of the way LEP items 2, 3, 4, and 5 fit together programmatically. (See **Coordinated Compliance Review Manual**).

FOOTNOTES:

1 "Media of Instruction" refers to the use of the student's primary language, specially designed academic instruction in English, or mainstream English as the instructional approaches to deliver the core curriculum. Core curriculum consists of language arts, mathematics, science, history-social science and any other course required for grade level promotion or graduation.

2 The beginning level ELD consists of preproduction, early production, and speech emergence phases.

Figure 2. Multi-Year Program Design For LEP Students

Sample Display of Subject Matter Classes
(See reverse for explanations)

ENGLISH LANGUAGE PROFICIENCY LEVELS		DISTRICT CORE CURRICULAR OFFERINGS FOR LEP STUDENTS				
			MEDIA OF INSTRUCTION OF THE CORE CURRICULUM			
		English Language Development CCR Item LEP 2	Primary Language Medium CCR Item LEP 3	Specially Designed Academic Instruction in English CCR Item LEP 4	Mainstream English Medium	Self-Image and Crosscultural Instruction CCR Item LEP 5
F E P	FLUENT ENGLISH PROFICIENT (Redesignated)	N/A	Language Arts and any other subject(s) (Optimal)	N/A	Any Subject(s)	Optimal
L	ADVANCED	ELD	Language Arts and History-Social Science	Science and Elective(s)	Mathematics, Art, Music, and Physical Education	Recommended that instruction be integrated within other subject matter classes.
E	INTERMEDIATE	ELD	Language Arts, Science, and History-Social Science	Mathematics and Elective(s)	Art, Music, and Physical Education	
P	BEGINNING 35	ELD	Language Arts, Mathematics, Science, & History-Social Science	Art, Music, and Physical Education	N/A	36

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Explanations Regarding Figure 2

Multi-Year Program Design For LEP Students
Sample Display of Subject Matter Classes

Figure 2 shows one way of organizing instruction by using the three instructional delivery approaches: (1) primary language, (2) SDAIE, and (3) mainstream English. There are a variety of ways of combining and refining these instructional approaches based on the organization of the school, the difficulty of the subject matter, and the language proficiency of participating students.

Schools that use departmentalized organizational structures might identify course sections according to the instructional delivery approach. For example, a large secondary school may offer four sections of Algebra I. The sections are differentiated as Algebra I-M, I-S, I-Sp, and I-C. These notations represent mainstream English (M), sheltered instruction (S), Spanish primary language (Sp) and Cantonese primary language (C) as the media of instruction. Teachers rely mainly on the selected instructional delivery approach for all students in a particular section during the semester.

In contrast, schools which have self-contained or team-teaching classrooms might use more than one approach for the same subject matter area. For instance, third-grade mathematics could be organized into two strands: arithmetic functions and key computational concepts. For the arithmetic functions sessions, the SDAIE approach could be used for material that is cognitively-undemanding and context-embedded. For key computational concepts (including word problems), primary language instruction probably would be a better choice because the material is cognitively-demanding and context-reduced.

SDAIE can be refined to respond to the degree of difficulty of the subject matter or the English proficiency level of the students. The type and frequency of "sheltering" needed in art and music are generally greater than that needed for physical education, except in the case of health instruction which tends to be linguistically more demanding than either art or music. Similarly, LEP students at advanced levels of English proficiency might require less "sheltering" in a SDAIE class than their classmates at the intermediate level.

The underlying purpose of using primary language and SDAIE as media of instruction is to ensure that students have equal educational opportunity to learn the core curriculum. If the lesson delivery approach causes or contributes to academic deficits, it does not meet the legal test of appropriate action (See LEP Items 3 and 4, CCR Manual). A clear example of inappropriate action would be placing LEP students in mainstream instructional settings when they should be in SDAIE contexts or placing the students in SDAIE classes when primary language instruction is necessary.

There are some LEP students who complete all of the available ELD course offerings at a school but who still need additional development of advanced English language skills. These needs might be addressed within the mainstream English language arts curriculum as long as the school assigns qualified staff, undertakes the necessary planning and preparation, and supports the program with appropriate materials.

APPENDIX B

CLAS, CALIFORNIA LEARNING ASSESSMENT SYSTEM:

Instructions for Determining Language of Assessment
For Spanish-Speaking LEP Students

Introduction

Beginning in the Spring of 1995, a Spanish version of the fourth grade language arts and mathematics batteries will be available to school districts. For most students from a Spanish-speaking background, conducting assessments in Spanish, in English, or in a combination of both languages will provide accurate information on the students' academic standing. Decisions regarding which language or languages to use with individual students should be made after careful consideration of a number of student background and instructional variables. Please see Table I and accompanying explanations in this appendix for more detailed information on the selection of language(s) for the purpose of the fourth grade CLAS examinations.

Since the purpose of CLAS is to determine a student's knowledge of language arts and mathematics, the student should be assessed in and through the language(s) in which the student is best able to manifest his/her knowledge of the particular subject matter.

Background information, language(s) of instruction, recent performance indicators, and observations of the student's classroom work should be considered to determine which language is most appropriate for assessment of a particular student in a specific subject area. Table I and accompanying explanations contain information on utilizing a screening process for this purpose. When there are no clear indicators of which language should be used for a specific assessment, the school may decide to assess such students separately in both languages. In these instances, and in other cases where students are to be assessed with both the English and Spanish versions of CLAS, the CDE will provide schools with alternative forms of the examinations to avoid any test familiarity biases which might occur.

Lack of English language proficiency is not deemed as sufficient grounds to exclude Spanish-speaking students from CLAS. Most students will be able to take the exams in either Spanish or English. A small number may need to be tested in both languages. A very few might be exempted from examination in either language

because they have special conditions which prohibit any meaningful participation in a large scale standardized examination. For these students, assessment through alternative means is indicated. For suggestions on Standardized Alternative Assessment Procedures (SAAP), please refer to the upcoming CDE publication entitled **Handbook on Assessing Language Minority Students** (work-in-progress).

Explanations for Table I

Table I is intended to assist teachers and other educators in determining the proper language(s) to be used in administering the fourth grade CLAS language arts and mathematics examinations to individual Spanish-speaking LEP pupils. Table I illustrates four basic steps in the decision-making process.

Step 1, LEP Status. State law requires that for each student enrolled, a school district must determine the student's primary language through the use of the Home Language Survey. Students with a home language other than English, must then be assessed and classified as either LEP (English learners) or Fluent English Proficient (FEP).

Step 2, Type of Instruction. Many Spanish-speaking LEP students are enrolled in bilingual instructional programs where a considerable proportion of the core curriculum is taught in and through Spanish by a qualified bilingual teacher. Other students are enrolled in English medium instruction where all or most of the instruction is provided in and through English. Please refer to the operational definition section for the specific meaning of these two program types.

Step 3, Length of Enrollment. For Spanish-speaking students, the amount of time that they have been enrolled in schools in the U.S.A. is a critical factor. Equally, the amount of time that the students have participated in bilingual instruction and or English medium instruction are important indicators of readiness.

Step 4, Years of Previous Schooling in Spanish. Many Spanish-speaking students have experienced normal schooling patterns before arriving in the U.S.A.. Others miss considerable amounts of schooling, have their education interrupted by civil wars or natural disasters, or are unable to attend school at all. The number of years of previous schooling in the home country is an indication of a student's readiness for participation in a formal assessment such as CLAS.

Collecting data associated with each of these four steps and using the decision criteria suggested in Table I should provide the guidance necessary for the accurate selection of language(s) for

the purposes of CLAS. . Schools will, however, encounter a significant number of special case situations where the selection of the language for assessment is not clear or where the use of a large-scale (statewide/national) assessment such as CLAS is questionable.

Many of the students in this category may have had little or no academic support in and through Spanish. Because of this, some of the students may be experiencing serious difficulties in acquiring academic proficiency in English and in achieving in subject matter classes (mathematics, science, social science) taught mainly through English or even through Spanish. Students in this situation are often referred to as limited bilinguals, meaning that they have low levels of academic proficiency in both Spanish and English. Assessment decisions regarding these students require a case-by-case analysis. Generally the best source of information on such students comes from bilingual teacher observations of classroom performance. Consideration should also be given to the various types of educational interventions used previously with the students to address their particular language, academic, and sociocultural needs.

Schools should make every attempt to include most special case students in CLAS. Not only should teachers provide such students with proper orientation to the exams but a "break-away" feature should be used so that if a student is unable to adequately complete the preliminary sections, there is no need to continue on to the more complex sections of the examination.

A small number of special case students may have communicative or learning disorders. In these instances, students should be screened for special education services. Using CLAS with students identified for special education programs and services should be done on a case-by-case basis, taking into full consideration the students' language, academic, and special education circumstances.

Operational Definitions

Bilingual Instruction is an instructional program where participating students receive instruction in and though English and Spanish. For the purposes of CLAS, students who have completed at least four years of schooling in which each year the instructional program consisted of at least three subjects (language arts, mathematics, science, social science, and other core or electives) which were taught in Spanish, are considered to have received a bilingual instructional program. No distinction need be made between courses taken in the home country or in the U.S.A. as long as the instruction in the U.S.A. was provided by a

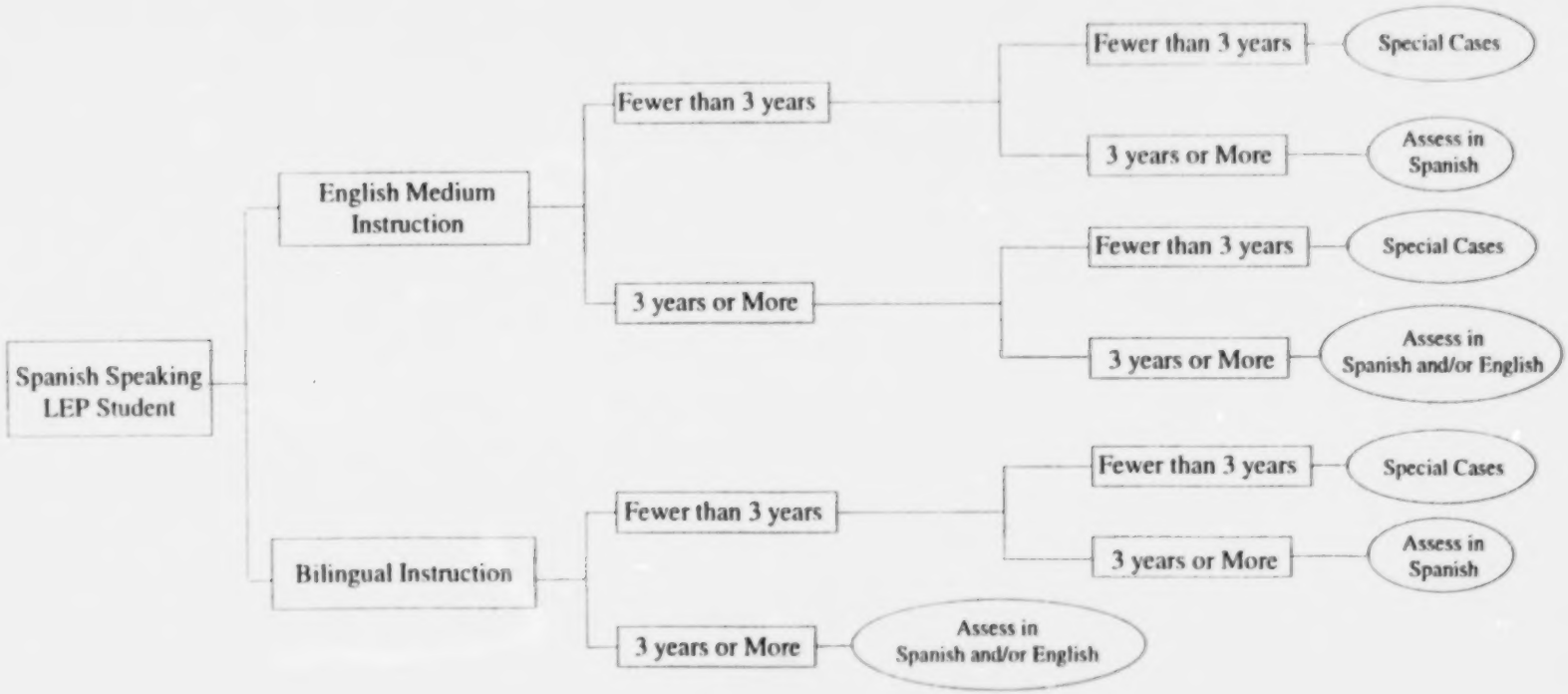
qualified bilingual or foreign language teacher.

English Medium Instruction is any instruction other than bilingual instruction. English medium instruction includes (a) regular or specialized mainstream English instruction, (b) specially-designed academic instruction in English (i.e., Sheltered Instruction or Structured Immersion), (c) compensatory or remedial instruction, and (d), any other instruction provided mostly in English even though students may have received or are currently receiving primary language support through the use of instructional aides or tutors.

Table I

DETERMINING LANGUAGE(S) TO BE USED FOR THE ADMINISTRATION OF CLAS TO INDIVIDUAL STUDENTS

Step No. 1	Step No. 2	Step No. 3	Step No. 4
Determine home language and LEP status	Determine type of instruction	Determine length of enrollment in U.S. school and bilingual instruction	Determine years of previous schooling in home country



NOTE: Please refer to accompanying explanations and operational definitions for effective use of this chart .

APPENDIX C

Sample Student Data Collection Form[5] (With Instructions)

1. Student Information:

   a. Surname (Family Name) _____

   b. First Name _____

   c. Middle Initial ____

   d. I.D. No. _____

2. Date of Birth:

   a. Month __ __ (01-12)

   b. Day __ __ (01-31)

   c. Year __ __ __ __ (19XX-2XXX)

3. Current Grade Level:

   a.

Elementary		Secondary	
O Pre-K	O 3	O 7	O 10
O K	O 4	O 8	O 11
O 1	O 5	O 9	O 12
O 2	O 6		

[5] An expanded version of the Student Data Collection Form containing additional instructions for data collection and data entry may be obtained in single copies from the Bilingual Education Office, California Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720. Telephone: (916) 657-2566.

4. Home Language Code[6] __ __ __ (001-199)

5. Years Attended School in Home Country:

a.

Elementary		Secondary	
O Pre-K	O 3	O 7	O 10
O K	O 4	O 8	O 11
O 1	O 5	O 9	O 12
O 2	O 6		

b. Country Code[7] __ __ __ (001-999)

6. Years Attended School in the U.S.A.:

a.

Elementary		Secondary	
O Pre-K	O 3	O 7	O 10
O K	O 4	O 8	O 11
O 1	O 5	O 9	O 12
O 2	O 6		

7. Years Attended This School:

a.

Elementary		Secondary	
O Pre-K	O 3	O 7	O 10
O K	O 4	O 8	O 11
O 1	O 5	O 9	O 12
O 2	O 6		

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[6] Please use one of the code numbers listed in Part I of the instructions for the Language Census (Form R30-LC).

[7] Please use the country code numbers contained in the international calling section of the telephone directory.

8. Course Work Taken In Or Through A Language Other Than English:

Course/Grade Level:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. Language Arts	O	O	O	O	O	O	O	O	O	O	O	O	O
b. Mathematics	O	O	O	O	O	O	O	O	O	O	O	O	O
c. Science	O	O	O	O	O	O	O	O	O	O	O	O	O
d. Social Science	O	O	O	O	O	O	O	O	O	O	O	O	O
e. Other Core	O	O	O	O	O	O	O	O	O	O	O	O	O
f. Electives	O	O	O	O	O	O	O	O	O	O	O	O	O

9. Course Work Taken In Or Through English:

Course/Grade Level:	K	1	2	3	4	5	6	7	8	9	10	11	12
a. Language Arts	O	O	O	O	O	O	O	O	O	O	O	O	O
b. Mathematics	O	O	O	O	O	O	O	O	O	O	O	O	O
c. Science	O	O	O	O	O	O	O	O	O	O	O	O	O
d. Social Science	O	O	O	O	O	O	O	O	O	O	O	O	O
e. Other Core	O	O	O	O	O	O	O	O	O	O	O	O	O
f. Electives	O	O	O	O	O	O	O	O	O	O	O	O	O

10. Current Language Proficiency Classification:

a. O English Home Language

b. O Limited English Proficient (LEP)

c. O Former LEP now Fluent English Proficient (FEP)

d. O Originally FEP[8]

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[8] Originally FEP are students who have a language other than English at home (language minority) but who, upon enrolling in school for the first time were found to be fluent in English.

INSTRUCTIONS FOR COMPLETING THE STUDENT DATA FORM

1. Student Information. Print the student's last and first names, and middle initial. Remember the name order in ethnolinguistic groups varies. Often the last name is not necessarily the student's surname. To reduce errors in spelling, confusion with other names, and to improve confidentiality, the school may want to issue an identification number for each student.

2. Date of Birth. Enter first the month, then the day, and finally the year to indicate the date of birth of a student. All entries should be two digits. For instance, March, the third month should be written 03.

3. Current Grade Level. Fill in the bubble representing the grade level in which the student is currently enrolled.

4. Home Language. Enter the code for the student's home language. This information should be collected using the Home Language Survey. The language codes may be obtained from Form R30-LC, the Language Census Form. (Call the Bilingual Education Office at (916) 657-2566 for a copy.)

5. School Attendance in Home Country. Fill in the bubble for each grade level that the student completed at a school in the home country. A grade level may be marked if the student attended school for half a year or more. Note the highest grade level attained.

6. School Attendance in U.S.A. Fill in the bubble for each grade level that the student completed at a school in the U.S.A. A grade level may be marked if the student attended school for half a year or more.

7. School Attendance at Present School. Fill in the bubble for each grade level that the student has completed at this school. A grade level may be marked if the student attended school for half a year or more.

8. Course Work in the language other than English.[9] Fill in the bubble for each subject at each grade level whenever the student received instruction primarily in and through the language other than English.

9. Course Work in English. Fill in the bubble for each subject at each grade level whenever the student received instruction primarily in English.

10. Current Language Proficiency Classification. Mark only one of the categories listed to indicate the student's current legal language classification.

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[9] Students who have completed at least four years of school and who were enrolled each year in at least three subjects (a-f) which were taught in the language other than English, can be considered to have received a bilingual instructional program. No distinction need be made between language other than English courses taken in the home country or the U.S.A. as long as the instruction in the U.S.A. was provided by a qualified bilingual or foreign language teacher.